DOCUMENT RESUME

ED 051 029 SO 001 280

TITLE	Communities Around the World. Early California Mining Camp. Teacher's Resource Unit.
INSTITUTION	Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
NOTE	86p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Area Studies, *Community Study, *Curriculum Guides, Elementary Grades, Geology, Government (Administrative Body), Government Role, Grade 3, Human Geography, Interdisciplinary Approach, Natural Resources, Resource Guides, Site Analysis, Social Change, *Social Studies Units, Social Systems, Socioeconomic Influences, *United States History
IDENTIFIERS	*California Gold Rush, Mining, Values Education, Western United States

ABSTRACT

This resource guide, revised in 1968, outlines one of a series of units prepared for grade 3 on the theme Communities Around the World. Background information on the California Gold Mining Camp is given for the teacher describing the physical site, historical period, community structure, social characteristics, and governmental role. General objectives of the study are outlined; concepts, generalizations, skills, and attitudes to be developed are defined. Course content is presented in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. An interdisciplinary approach is incorporated into the 49 teaching strategies. Educational media related to this unit are listed and some pupil materials prepared for this study are appended. Other documents in this series of elementary curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

ED051029

SP 001 288

Chelmsford Public Schools

Chelmsford, Massachusetts

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

COMMUNITIES AROUND THE WORL

Early California Mining Cam

Teacher's Resource Unit

revised by

Jane Hitchcock Margaret Th

Charles L. Mitsakos
Social Studies Coordinator

This resource unit was revised following field testing in t
from materials developed by the Project Social Studies Curr
of Minnesota under a special grant from the United States O

1968

chools

usetts

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COMMUNITIES AROUND THE WORLD

Early California Mining Camp

Teacher's Resource Unit

revised by

Jane Hitchcock Margaret Theroux

Charles L. Mitsakos
Social Studies Coordinator

was revised following field testing in the Chelmsford Public Schools
eloped by the Project Social Studies Curriculum Center of the University
a special grant from the United States Office of Education.

1968

CALIFORNIA GOLD MINING CAMP
by
Robert F. Berkhofer

A California gold-mining town in the early 1850's is not a typical community in American history. Most communities in our history started as agricultural communities upon a slow westward-moving frontier. As a result of their slow migration, these communities were typical extensions of American society with their farms, schools, churches, and governments. The Land Ordinance of 1785 and the Northwest Ordinance and their successors provided an adequate framework for the slow migration of a relatively permanent agricultural population. But the frenetic activity associated with a gold rush did not fit the old framework and necessitated new provision for land tenure and government.

The nature of gold deposits modified the old approaches used by Americans in a forested environment for agriculture. The inevitable bar, gulch, or creek in the name of a camp indicated the physical terrain associated with gold mining. The precious metal was found in mountainous country usually, and the early discoveries were near the surface of the ground. Usually the vein was found in a narrow gulch or in a long, thin bar in some stream. Thus the large claims for agriculture were inapplicable and at the same time the terrain made difficult transportation and communication with previously settled areas. A strike might well be hundreds of miles from the other settlements.

Though the rush to the new strike appeared to be disorderly, the laying out of claims was orderly, for customs soon arose about the division of the precious ore-

bearing ground a
cious water for
Claims were laid
gulch or bar, nu
discovery claim.
not claim the wh
it with others a
Yet, not everyon
land either. Th
hundred feet or
hill, hill to st
other natural fe
to an arrangemen
tributed upon a
the land was tak
other violations
but organization
alent as is to b
ture of society.
sign of a claim
ground. In real
subject to feder
but greedy miner
a lax government

Rules for ho
as well as other
were handled by
trict associatio
garding claims,
extra-legal. Th
stituted themsel
made the rules,
enforce them. A
some executive o
duties. The job
tant for he hear
and claims. Tri
lawyers found in
cided by jury if
jurors for the p

CALIFORNIA GOLD MINING CAMP
by
Robert F. Berkhofer

ning town in the
pical community
st communities
s agricultural
westward-moving
f their slow
ties were typical
ociety with their
, and governments.
85 and the North-
successors pro-
ork for the slow
y permanent agri-
t the frenetic
a gold rush did
k and necessitated
enure and govern-

eposits modified
by Americans in
or agriculture.
h, or creek in
cated the physical
gold mining. The
in mountainous
early discoveries
the ground. Usu-
in a narrow gulch
n some stream.
r agriculture were
same time the ter-
nsportation and
iously settled areas.
undreds of miles
nts.

the new strike ap-
, the laying out of
customs soon arose
e precious ore-bearing ground and the equally precious water for working the claim. Claims were laid out along the narrow gulch or bar, numbered usually from the discovery claim. The discoverer(s) could not claim the whole vein but had to share it with others according to the custom. Yet, not everyone who came received some land either. The size was customarily a hundred feet or so wide and from hill to hill, hill to stream, or bounded by some other natural feature. Custom then led to an arrangement whereby claims were distributed upon a first-come basis until all the land was taken. Claim-jumping and other violations of these customs occurred, but organization and order was more prevalent as is to be expected given the nature of society. Frequently, the only sign of a claim was the tools left on the ground. In reality, all the lands were subject to federal distribution by auction but greedy miners subverted this law and a lax government acquiesced.

Rules for holding and working a claim as well as other governmental functions were handled by the mining camp or district association. Like the custom regarding claims, this organization was extra-legal. The people at the camp constituted themselves into an association, made the rules, and elected officials to enforce them. A judge, a recorder, and some executive officers performed these duties. The job of the judge was important for he heard the quarrels over rules and claims. Trials were argued by the lawyers found in every camp, and were decided by jury if the disputants paid the jurors for the profits lost from working

their claims. Appeals from this "court" were heard by the association as a whole as were the important crimes of robbery and murder.

This example of self-government was temporary before regular government upon the territorial and county pattern was organized. California recognized these extra-legal customs by law in 1852. This self-government was not perfect democracy in operation. However, there was a great difference between its activities and those of the famous vigilante justice.

While both were extra-legal, vigilante groups were secret in membership and meeting, and prejudged the guilt of the man they intended to execute. Both groups may have had necessary functions upon the frontier, and both are good examples of formal devices for social control by "spontaneous" government.

The technology of mining went through stages depending upon the location of the gold or the nature of the ore. Gold nuggets and flakes near the surface were easily exploited by simple technology. The simplest method was the panning familiar to so many. Even one man could do this profitably, but most men had at least some partners and division of labor enhanced the profit of each. Sluices and long toms allowed men to specialize in sod-stripping, digging, wheeling the dirt, tossing debris from the device, throwing away tailings. When the water permitted, hydraulic mining utilized a stream of water under high pressure to rip down hills for obtaining pay-dirt faster. All these methods used only the easily-exploited surface gold. If the metal was

discovered buried deep
then shafts and tunnels
structed, and mechanica
needed to crush the ore
gold.

In general, the mor
procedure of extraction
ore the more equipment
was necessary to organi
after the surface gold
corporations utilizing
with a hierarchy of wor
resources warranted it.
ment stabilized a commu
time of operation but t
verted to a small rural
was deserted.

Because the depleti
inevitable, the history
community was dynamic,
of many residents, ever
temporary stopping plac
the extent and nature o
community passed throug
the initial rush, surfa
a corporation phase, an
ment or changed occupat

A community began w
excited, greedy men hur
the lucky ones grabbing
sible rich strike. Eve
was subordinated in thi
so housing was temporar
structed and food and s
ported." Cabins and ca
for the better-off; dug
served the more eager o
few buildings housed se
during the day and many

this "court"
on as a whole
s of robbery

vernment was
vernment upon
pattern was
gnized these
in 1852. This
fect democracy
re was a great
vities and
te justice.

egal, vigilante
rship and meet-
of the man
Both groups
tions upon the
examples of
ntrol by

went through
cation of the
te. Gold nug-
face were
technology.
panning familiar
uld do this
at least some
or enhanced
and long
ze in sod-
the dirt,
ce, throwing
er permitted,
stream of
rip down
faster. All
easily-
the metal was

discovered buried deep in quartz lodes, then shafts and tunnels had to be constructed, and mechanical devices were needed to crush the ore and separate the gold.

In general, the more complicated the procedure of extraction from the earth and ore the more equipment used, the more it was necessary to organize formally. Thus after the surface gold was quickly gathered, corporations utilizing outside capital with a hierarchy of workers came in if the resources warranted it. Such a development stabilized a community during the time of operation but then the town reverted to a small rural community or was deserted.

Because the depletion of the gold was inevitable, the history of every mining community was dynamic, and in the eyes of many residents, every town was merely a temporary stopping place. Depending upon the extent and nature of the gold, every community passed through several stages: the initial rush, surface mining, perhaps a corporation phase, and finally abandonment or changed occupation and size.

A community began with the rush of excited, greedy men hurrying to be among the lucky ones grabbing a claim in a possible rich strike. Every other activity was subordinated in this phase to mining, so housing was temporary and hastily constructed and food and supplies were "imported." Cabins and canvas shelters were for the better-off; dugouts or the stars served the more eager or the poor. The few buildings housed several businesses during the day and many sleepers at night.

Gold mining requires hard physical labor, and so the initial communities were composed of men, and most of them were young. Staple foods were bread, bacon, beans, and coffee; dress was rough and dirty, and housekeeping was casual at best. Most men worked hard and slept well. Entertainments were few: horse-racing, drinking, gambling, and fighting. Women were few, too, and mainly entertained the men at dance halls and elsewhere.

Travelers' notebooks and miners' diaries alike record the high cost of living in the mining communities during their early history. Considering the remoteness of the camp and the difficulty of the terrain, this was natural. Since gold was found frequently many miles from any other settlement, new transportation lines had to be established. Wagon transport had always been high-priced regardless of terrain, and the mountainous landscape in this case only raised the price of moving goods. Since the miners devoted themselves solely to the pursuit of gold and the land prohibited much gardening, all their food as well as supplies had to be brought in over the bad roads. Snow-blocked trails in the winter meant exorbitant prices, sometimes riots, and perhaps famine. After a while farmers might locate near the miners, but since they had been attracted by the high prices in the first place, little price lowering would occur. Certainly, experience proved that being a merchant in a mining community was a surer road to wealth than working a claim.

Too much has probably been made of the romantic, riotous living of the early phase and too little of the rather rapid stabilization that came with time or corporations

or both. Soon chur
other American inst
at the time were fo
and regular governm
it. Women soon joi
and brought gentili
Life soon resumed a
in American society
would be expected i
social theory. Wit
lumber for houses a
the years came thea
other products of A
at that time, if th

During the whol
community, the raci
time was also evide
entered the fields
off, allowed to wor
claims, or provided
Mexicans were taunt
confined in activit
Indians were killed
Negroes here as els
as inferiors. Give
nationality attitud
was not meant for a
to American myth, e
no more a trait of
of the east. Not a
Americans who had
gain a fortune, but
Europeans shared th

The existence o
theater troupes, so
lawyers, and all th
American civilizati
demonstrates that t
atypical as they se
early period of the
part of the America

ires hard physical
ltial communities were
most of them were
were bread, bacon,
ess was rough and
ing was casual at best.
and slept well. En-
v: horse-racing,
and fighting. Women
ainly entertained the
nd elsewhere.

ooks and miners'
the high cost of
communities during
Considering the
mp and the difficulty
was natural. Since
ently many miles from
new transportation
olished. Wagon trans-
high-priced regardless
mountainous landscape
ised the price of moving
ners devoted themselves
t of gold and the land
ening, all their food
had to be brought in
Snow-blocked trails in
rbitant prices, some-
haps famine. After a
locate near the miners,
een attracted by the
irst place, little price
. Certainly, experience
merchant in a mining
r road to wealth than

bably been made of the
ving of the early phase
e rather rapid stabil-
th time or corporations

or both. Soon churches, schools, and other American institutions customary at the time were founded in the town, and regular government was extended to it. Women soon joined their husbands and brought gentility and "culture." Life soon resumed as it was elsewhere in American society in the 1850's; this would be expected in light of modern social theory. With sawmills came lumber for houses and buildings; with the years came theater troupes and the other products of American civilization at that time, if the town survived.

During the whole history of the community, the racial prejudice of the time was also evident. Chinese who entered the fields were forceably driven off, allowed to work only "used-up" claims, or provided menial services. Mexicans were taunted as "greasers" and confined in activity like the Chinese. Indians were killed or used as servants. Negroes here as elsewhere were treated as inferiors. Given the racial and nationality attitudes of the time, gold was not meant for all equally. Contrary to American myth, equalitarianism was no more a trait of the frontier than of the east. Not all the people were Americans who had rushed westward to gain a fortune, but even many of the Europeans shared these attitudes.

The existence of racial prejudice, theater troupes, schools, Bibles, shovels, lawyers, and all the other aspects of American civilization of the 1850's demonstrates that the mining communities, atypical as they seemed to be during the early period of their history, were still part of the American culture of the

period. In fact, their seeming atypicality highlights this culture in many ways. What the settlers left behind in the way of family, churches, schools, government, and material things was looked upon as temporary by the miners. The gold miners sought wealth in order to reproduce the civilization they left and to enjoy its privileges and status more. Even the "new" customs of temporary government indicate how much they were part of their society as far as government and social control went. The lack of lawlessness in the face of great temptation shows the true operation of society. Customs, attitudes, and values travelled to the new communities along with the other baggage of the miners.

Bibliography

Paul, Rodman Wilson, Mining Frontiers of the Far West, New York, Holt, Rinehart and Winston, 1963.

OBJECTIVES

This unit should make progress toward developing the following:

CONCEPTS

Culture: universals; diversity; uniqueness; learned behavior; norms and values; sanctions; law; government; change; persistence; cultural use of environment

Social Processes: socialization; conflict; accommodation; price setting (supply and demand)

Social Organization: institutions (government, school, church); role; functions

Technology: division of labor; productivity

Location: position; site; situation

Site Concepts: canyons; gulch; river source; mountain range; resources; river bar

GENERALIZATIONS

1. All people, regardless of where they live or to what race, nationality, religion, or era they have belonged, have many things in common.

   a. Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth.

   b. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

   c. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

   d. All societies have some means of socializing children.

   e. All societies have some type of religion.

   f. All societies have some laws (rules) which will be enforced through force if necessary.

2. Ways of living differ from one society to another and within the same society; they differ from one period to another within the same country.

   a. Societies differ in terms of the kinds of services which are provided by governments.

   b. Although all societies use both positive and negative social sanctions, the particular sanctions used may differ.

3. The members of every group direct expectations (organized into roles) toward other members; they apply both positive and negative sanctions to get members to behave in certain ways.

4. All societies develop means of

enforcing laws (or rules) and working out new laws.

a. Some norms are considered so important by a society that they will be enforced through the use of force if necessary; other norms are considered less important.

b. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions when people's goals differ.

c. In many societies governmental institutions are established to enforce laws and work out new laws.

d. Government action may help increase as well as restrict individual rights.

1) Governments restrict people who would interfere with the rights of or even the life of others.

2) Governments enforce laws with force if necessary.

e. The greater the population density, the greater the need for more laws and for some institutions for changing laws.

5. Governments provide many services which people cannot provide for themselves.

a. Governments provide protection against crime.

b. Gover
schoo

6. Innovation
they occu
not just i

7. Although c
certain pa
sist over

a. People
a trai
likely
new si

8. An importa
of a socie
in changes
culture.

9. Division o
can make p
tion.

10. The member
to delegat
rights; th
behaviors.

11. Phenomena
over the e
in great d
from one p

12. Both men a
character

13. People liv
cal enviro
cal enviro
according
knowledge,

(or rules) and working

are considered so
by a society that they
forced through the use
f necessary; other
considered less important.

ies have potential con-
must develop means of try-
tle disputes and accommo-
rences; in every society
ome means of making
ive decisions when
oals differ.

cieties governmental
ns are established to
ws and work out new laws.

action may help increase
restrict individual

ments restrict people
uld interfere with the
of or even the life of
.

ments enforce laws with
if necessary.

r the population density,
r the need for more laws
me institutions for
aws.

ovide many services which
provide for themselves.

s provide protection
ime.

b. Governments frequently provide schools.

6. Innovations occur in all societies; they occur in ideas and behavior, not just in things.

7. Although culture is always changing, certain parts or elements may persist over long periods of time.

   a. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

8. An important change in one aspect of a societ's culture will result in changes of other aspects of their culture.

9. Division of labor and improved tools can make possible increased production.

10. The members of a group are likely to delegate responsibilities and rights; they assign certain role behaviors.

11. Phenomena are distributed unequally over the earth's surface, resulting in great diversity or variability from one place to another.

12. Both men and nature change the character of the earth.

13. People living in a particular physical environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.

4. The price of a good rises when the supply of this good is in short supply as compared to the demand for the good. If the money supply increases while the supply remains the same, the demand increases and prices rise.

5. Situation describes a phenomena in a real relationship with other phenomena with which it is associated.

   a. It is important to know the direction and distance from other places.

   b. It is important to know the functional relationship to other places.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined; the specific aspect of the skill or understanding needed to learn the skill is in plain type.

1. Locating and Gathering Information

   Is able to use the table of contents and the index of a book.

   Uses dictionaries effectively.

   Reads for the main ideas; is able to use introduction, summaries, and headings to pick out main ideas.

   Reads for details which support or contradict generalizations and main ideas.

   Gains information from listening.

2. Evaluating Information

   Checks on the accuracy of information and decides how much faith to put in the source.

3. Organizing Data and Drawing Conclusions

   Studies his data to see if he needs to gather more data before coming to a conclusion.

   Generalizes from data.

   Sets up hypotheses and checks against new data.

   Applies previously-learned concepts and generalizations to new data.

   Considers conclusions tentative, subject to change in the light of new evidence.

4. Communicates Effectively

   Clarifies his purpose or theme.

   Organizes his materials to fit his theme and follows his organization.

   Uses techniques to clarify ideas and arouse interest.

   Checks his writing for errors.

   Uses only a few notes for oral reports and discussions.

   Limits the length of his talk or his part in a discussion.

5. Geographic Skills

   a. Compares Distances

b. Interprets Maps and Globes

Orients a map (to the north, in the direction which one is going) with another map or globe.

Interprets different types of map symbols.

Tells directions from maps.

Recognizes distortions on maps.

Uses map scale to determine distances between places.

6. Time Sense

Has a sense of the passage of time.

7. Works Effectively With Others

Helps create and sustain an atmosphere in which all members of the group feel secure and anxious to participate.

Accepts his share of the responsibilities for group work.

ATTITUDES

1. Is sceptical of theories of single causation in the social sciences and is equally sceptical of panaceas.

2. Is curious about social data and human behavior.

3. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

4. Accepts laws until they can be changed by peaceful means.

5. Values procedural safeguards needed for a fair trial of those accused of crimes.

OBJECTIVES	OUTLINE OF CONTENT
S. Compares length of periods.	I. Although most people arriving in California during this period were from American communities, people from many parts of the world came to the California gold fields.
S. Sets up hypotheses and checks against new data.	
S. Tells directions from maps.	
S. Interprets color layer symbols in terms of map legend.	
Understands concept of "resource."	
G. Phenomena are distributed unequally over the earth's surface, resulting in great diversity or variability from one place to another.	
G. People living in a particular physical environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.	A. Although one can go from Boston to California very quickly today by plane or train or car, the trip in 1849 was very slow and difficult.

TEACHING STRATEGIES	EDUCATIONAL MEDIA
1. Obtain a collection of mineral specimens and other small stones. Scatter the stones in various parts of the school play area or in the wooded area adjoining the school grounds. Tell class that they are going to go prospecting to find a small stone or rock that they think is valuable. Upon return to classroom ask: "Why do you think the stone that you have brought back is valuable? Where did you find it? How did you feel when you found it? How do you think you could use it?"	
2. Show painting of gold prospector. Ask children to suggest what they think the man is doing in this setting. Allow sufficient time for discussion of children's responses. Compare with the class' prospecting trip. Bring out the idea that this is a painting of a prospector in the California gold fields. (Compare period between 1849 and present with period between 1715 [colonial family studied in grade 2] and present. Use timeline to show. Ask: "Were any of your parents alive at this time?")	Slide of well-equipped prospector. Andrist, California Gold Rush, title page.
3. Show the ill-equipped "prospector" heading for California. Ask the children what they think the cartoonist was trying to depict in this drawing. Allow time for a discussion of the problems the cartoon "prospector" might encounter as he travels west. Relate to cartoons of today. How do cartoonist convey their messages?	Slide of ill-equipped prospector. Andrist, California Gold Rush, p. 24.
4. To review how maps can be used to locate places, show the first part of the filmstrip Locating Places on Maps.	Filmstrip: Locating Places on Maps, Encyclopaedia Britannica Films.

G. It is important to know the direction and distance from other places.

S. Tells direction from maps.

S. Orients a map with a globe.

S. Compares distances.

S. Recognizes distortion on maps.

B. People travelling to California from the eastern area of the nation used one of three routes: overland, across Panama, or around the Horn.

G. Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth.

II. Unlike other groups moving west, the gold seeker did not plan on settling in California. His primary concern was to accumulate enough gold to return home and live according to his perceived needs.

5. Discuss the location of California using a U.S. map. In what direction is California from Boston? Ask: "Does anyone know where the popular gold mining area was during the 'Gold Rush Days' in California?" Discuss the problems involved in reaching this area of the country from Boston; from other areas of the country. (What kind of country would people pass through?) Ask: "Why do you think people went to California to get gold? Why didn't they mine gold in Boston?" Discuss meaning of resource.

6. To reveal the actual discovery of gold, read the selection from McNeer, bringing in famous names such as Jim Marshall and John Sutter. Show the filmstrip Gold! On to California. (The audiotape that accompanies this filmstrip may be too difficult for many third graders to understand. The filmstrip may be used without the audiotape.) See the appendix for the worksheet on John Sutter.

7. To review cardinal directions show filmstrip Reading Directions on Maps.

8. Tell the children, "Some people took long trips in a southerly direction in order to reach California." Ask: "Can you demonstrate - using the map - how this might have been possible?" Ask the children to think of places men might have come from if they had travelled great distances in an easterly direction. Have them compare globe and map and orient the two. Have them locate places where they think men might have lived before coming to the gold fields. Use map and globe for this activity.

9. Show first part of the film California and Gold to see actual discovery of gold and to see the routes taken by the gold seekers.

   PLEASE NOTE: Showing this entire film now will spoil any further instruction since the film gives a very complete picture of gold mining life. Sections can be shown throughout the unit, and as a good review the whole film can be shown near the end of the unit.

the location of California using a U.S. map.
direction is California from Boston? Ask:
nyone know where the popular gold mining area
ng the 'Gold Rush Days' in California?" Dis-
problems involved in reaching this area of
try from Boston; from other areas of the
(What kind of country would people pass
) Ask: "Why do you think people went to
ia to get gold? Why didn't they mine gold in
Discuss meaning of resource.

U.S. Map Transparency.

l the actual discovery of gold, read the
n from McNeer, bringing in famous names such
arshall and John Sutter. Show the filmstrip
n to California. (The audiotape that accompan-
filmstrip may be too difficult for many third
to understand. The filmstrip may be used with-
audiotape.) See the appendix for the worksheet
Sutter.

McNeer, The California Gold Rush, pp. 3-12.

Filmstrip: Gold! On to California, Eye Gate House, Inc.

See Appendix for John Sutter Worksheet.

cardinal directions show filmstrip Reading
ns on Maps.

Filmstrip: Reading Directions on Maps, Encyclopaedia Britannica.

children, "Some people took long trips in a
direction in order to reach California." Ask:
demonstrate - using the map - how this might
possible?" Ask the children to think of
en might have come from if they had travelled
stances in an easterly direction. Have them
globe and map and orient the two. Have them
laces where they think men might have lived be-
ing to the gold fields. Use map and globe for
vity.

World Map.

Globe.

t part of the film California and Gold to see
scovery of gold and to see the routes taken
ld seekers.

Film: California and Gold, Ernest Kleinberg.

TE: Showing this entire film now will spoil
er instruction since the film gives a very com-
ture of gold mining life. Sections can be shown
t the unit, and as a good review the whole film
own near the end of the unit.

S. Uses map scale to determine distances between places.	III.	Most newcomers to t were unprepared fo prospecting. Exagg availability of go aspects of living a fields.
S. Communicates effectively.		
S. Uses dictionaries effectively.		
S. Interprets maps.	IV.	The physical featur mining operations.

to determine
een places.

III. Most newcomers to the California gold fields were unprepared for the physical rigors of prospecting. Exaggerated stories of the availability of gold overshadowed the realistic aspects of living and working in the gold fields.

ffectively.

ies effectively.

s.

IV. The physical features of California affected mining operations.

10. Read selections from The California Gold Rush or Gold Rush Adventures to show different parts of the world that gold seekers came from. Children can locate these places on maps and globes. Different routes can be traced using a world map. "Why do you think people wanted gold so badly that they made this long trip? What is gold used for today?"

McNeer, The California Gold Rush, pp. 32-51.

McCall, Gold Rush Adventures, pp. 59-75.

World Map or Globe.

11. Ask children to imagine that they were going to California to seek gold. Have general review of film and read pp. 157-164 in The Rush for Gold. Discuss what they would expect to find in California (terrain, climate, etc.), how they would provide for their basic needs, and how they would plan to get gold from the land. Bring out the needs of people:

Beals, The Rush for Gold, pp. 157-164.

a. food b. shelter c. clothing d. tools
e. protection from animals, men.

12. Have pupils use map scale on U.S. map to estimate distance of trip.

U.S. Map.

13. Have the children pretend to be wagon masters heading west for the gold fields. How would they be responsible for lives if these hardships faced them?

1. no money
2. no food
3. robbed
4. wagon train broke down
5. heat (day) cold (night)
6. sickness
7. dust storms
8. no water

Stress the fact that they have never been there before -- thus not being very prepared. Pretend that the worst things are all happening to them.

14. Have each child keep an alphabetized vocabulary list with new words he encounters in the class discussions and in his readings. Have him check the definitions of the words with that of the dictionaries in the room. Provide opportunities for the children to use the words in their unit work.

15. Using a raised relief map of the United States, discuss the land forms which exist in the gold fields of California. Note use of color layers to depict the regions's geographic features.

Raised Relief Map of the U.S.

S. Understands use of color layers.

S. Uses legend to interpret color layers, other map symbols.

S. Develops a sense of area.

S. Uses a scale of miles.

S. Interprets shading as an aid in visualizing relief.

Understands site concepts of canyons, river sources, river bars, mountain range.

S. Works effectively with others.

S. Helps create an atmosphere in which all members feel secure.

S. Accepts share of responsibility in group work.

Use the filmstrip Reading Physical Maps if necessary.

16. Locate some of the major rivers along which gold camps arose. (American, Yuba, Feather, Stanislaus Rivers). Ask children to explain the reason for the flow direction of the rivers by examining the raised relief map. Discuss meaning of source of river.

    Show frames on rivers from filmstrip Map Symbols, Dots and Lines.

17. Examine map of gold fields with children. Ask them to describe how this map suggests differences in terrain (relief). Show section of filmstrip Reading Physical Maps for a better understanding of how terrain is represented.

18. In discussing the above map, ask if anyone can discover how far it is from Sutter's Fort to Coloma. (approx. 40 miles) Have the class examine the scale of miles on this map. Work on interpreting the distances from one mining camp to another. Compare distances to similar ones from the children's homes to nearby familiar areas. Filmstrip Measuring Distances on Maps may be useful in this activity.

19. Have some children construct a relief map of a section of the California gold fields, using clay or other plastic media.

    (The following recipe may also be used to make relief maps
    Mix 2 parts flour with 1 part salt;
    Stir in cold water to make consistency desired;
    Food coloring or powdered tempera paint can be added, or allow a week to dry and use poster paints to color it.)

filmstrip Reading Physical Maps if necessary.

Filmstrip: Reading Physical Maps, Encyclopaedia Britannica Films.

ome of the major rivers along which gold camps (American, Yuba, Feather, Stanislaus Rivers). dren to explain the reason for the flow direc- the rivers by examining the raised relief map. meaning of source of river.

Filmstrip: Map Symbols, Dots and Lines, Society for Visual Education.

mes on rivers from filmstrip Map Symbols, Dots s.

map of gold fields with children. Ask them to how this map suggests differences in terrain . Show section of filmstrip Reading Physical a better understanding of how terrain is ted.

Andrist, California Gold Rush, p. 23.

Slide of map of California gold fields.

Lewis, Gold Rush Country.

Filmstrip: Reading Physical Maps, Encyclopaedia Britannica Films.

sing the above map, ask if anyone can discover t is from Sutter's Fort to Coloma. (approx. Have the class examine the scale of miles on Work on interpreting the distances from one mp to another. Compare distances to similar the children's homes to nearby familiar areas. Measuring Distances on Maps may be useful in vity.

Filmstrip: Measuring Distances on Maps, Encyclopaedia Britannica Films.

children construct a relief map of a section lifornia gold fields, using clay or other plastic

owing recipe may also be used to make relief maps: parts flour with 1 part salt; n cold water to make consistency desired; coloring or powdered tempera paint can be added, allow a week to dry and use poster paints to lor it.)

Understands site concepts of canyon, gulch, and river bar.

S. Gains information from listening.

S. Uses index and table of contents to locate information.

S. Is able to read with understanding.

(Reads for main ideas, reads for details which support or contradict generalizations and main ideas.)

S. Presents effective oral reports.

V. Mining procedures were varied.

A. Individuals or small groups of men moved along streams, rivers, canyons, gulches searching for gold that might be lying on or near the surface of the earth.

20. Call attention to the names of the mining camps on the map. Ask children to suggest how the names might have originated. Point out the frequency of the term "bar" in some of the towns' names. Discuss this phenomenon. During this activity, look for the terms "gulch" and "canyon" in the names of towns. Explain these terms to the children. Have children collect pictures of these physical phenomena in order that they may better understand the concepts. More names of mining camps may be found in California Gold Days.

Study
bols
Term
Nyst

Bauer,
Days

21. Have children draw pictures or a mural which will illustrate the physical characteristics of many of the gold mining areas. Use filmstrips from the Earth, Home of Man series to review site concepts as needed.

Filmst
of M
Gate

22. Children may wish to create models of these site concepts using clay or other media.

23. Read description of early placer mining to children in order that they may gain a better understanding of the significance of these site concepts to the gold seeker.

Andris
Gold

24. Show pictures of prospectors again. Ask children to suggest which of the two prospectors was better prepared to mine gold.

Slides

Andris
Rush
p. 2

25. Choose from books listed at right to find out how and why mining was practiced as it was in the early stages of California gold mining. (Panning, cradle, long tom) This can either be teacher instructed or pupils may use reference materials to make their own reports. Compare the information derived from each separate source. To get a better idea of what it was actually like, show pictures. See appendix for worksheet describing the cradle and long tom. Later ask children to make their own illustrations of the equipment.

McNeer
Gold
110-

McCall
ture

Beals,
pp.

Bauer,
Days

See Ap
and

on to the names of the mining camps on the ildren to suggest how the names might have Point out the frequency of the term "bar" e towns' names. Discuss this phenomenon. ctivity, look for the terms "gulch" and he names of towns. Explain these terms to Have children collect pictures of these omena in order that they may better under- cepts. More names of mining camps may be fornia Gold Days.

Study Prints: Map Symbols and Geographic Terms Charts, A. J. Nystrom and Company.

Bauer, California Gold Days, p. 63.

draw pictures or a mural which will illus- sical characteristics of many of the gold Use filmstrips from the Earth, Home of review site concepts as needed.

Filmstrip: Earth, Home of Man series, Eye Gate House, Inc.

wish to create models of these site con- lay or other media.

ion of early placer mining to children in ey may gain a better understanding of the of these site concepts to the gold seeker.

Andrist, The California Gold Rush, pp. 60-61.

of prospectors again. Ask children to of the two prospectors was better pre- gold.

Slides of prospectors.

Andrist, California Gold Rush, title page and p. 24.

ooks listed at right to find out how and s practiced as it was in the early stages gold mining. (Panning, cradle, long tom) er be teacher instructed or pupils may use erials to make their own reports. Compare on derived from each separate source. To idea of what it was actually like, show e appendix for worksheet describing the ng tom. Later ask children to make their ions of the equipment.

McNeer, The California Gold Rush, pp. 91-100; 110-128.

McCall, Gold Rush Adventures, pp. 111-123.

Beals, The Rush for Gold, pp. 195-198.

Bauer, California Gold Days, pp. 66-84.

See Appendix for Cradle and Long Tom.

G. Division of labor and the use of improved tools can increase a person's output.

G. An important change in one aspect of a society's culture will result in changes of other aspects of their culture.

S. Checks on the accuracy of information.

G. Ways of living differ from one society to another and within the same society; they differ from one period to another within the same country.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR.

G. People living in a particular physical environment use the environment according to their cultural values, knowledge, and technology.

B. Initially, miners worked alone. Panning was the most common method for obtaining gold. Soon mechanical means were introduced. Rockers or cradles and long toms expedited the process of mining gold.

C. The increasing utilization of the mechanical devices made it imperative that groups of miners work together.

VI. Life in the gold fields was primitive judged by the standards of life in more settled areas of the country.

A. Miners were primarily concerned with mining gold rather than settling and developing communities.

Project and discuss the film Gold and Gold Mining to contrast the simple operation of the first gold miners with mining companies today.

26. Have the children report their findings to the class. Alert them to the accuracy of material they report upon. Did each of the readings emphasize the same things? Were some of the reference materials lacking in information? In providing for individual differences, small group or individual reports could be given using the First Book of Mining or Underground Riches. Comparisons could be made between gold and other types of mining. Pogo's Mining Trip, a story about a doll who gives a first-hand account of a journey in a covered wagon, could be read individually for enjoyment as well as content, and later reported to the class.

27. Following the groups' reports, show film Gold Rush Boy and conduct a general class discussion around a comparison between the way the miner lived and the way in which people lived in the more settled areas of the country during the same period. Emphasize the isolation of the mining area and the miner's preoccupation with gold mining.

    Show the filmstrip California, The Golden State that provides a description of life in this same area of California today or share sections of Gold Rush Country, California Rancho Days and California Mission Days. Ask children why they think changes have occurred.

iscuss the film Gold and Gold Mining to
simple operation of the first gold
ining companies today.

dren report their findings to the class.
the accuracy of material they report upon.
he readings emphasize the same things? Were
eference materials lacking in information?
for individual differences, small group or
eports could be given using the First Book
Underground Riches. Comparisons could be
gold and other types of mining. Pogo's
a story about a doll who gives a first-hand
journey in a covered wagon, could be read
for enjoyment as well as content, and later
the class.

e groups' reports, show film Gold Rush Boy
a general class discussion around a com-
een the way the miner lived and the way in
lived in the more settled areas of the
ng the same period. Emphasize the isola-
ining area and the miner's preoccupation
ning.

mstrip California, The Golden State that
escription of life in this same area of
oday or share sections of Gold Rush Country,
ancho Days and California Mission Days. Ask
they think changes have occurred.

Andrist, California Gold Rush, pp. 75, 77, 110.

Slides of mining operations.

Film: Gold and Gold Mining, Bailey Films, Film Associates.

Markun, The First Book of Mining.

Norling, Pogo's Mining Trip.

Brock, Drusilla.

Buehr, Walter, Underground Riches.

Film: Gold Rush Boy, Churchill Films.

Andrist, California Gold Rush, pp. 106-107, 110-111.

Slide of Sunday in a mining camp.

Filmstrip: California, The Golden State, Eye Gate House, Inc.

Lewis, Gold Rush Country.

Bauer, California Mission Days.

Bauer, California Rancho Days.

S. Sets up hypotheses.

G. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

E. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

G. The greater the population density, the greater the need for more laws and some institutions for changing laws.

A. ACCEPTS LAWS UNTIL THEY CAN BE CHANGED BY PEACEFUL MEANS.

G. All societies develop means of enforcing laws (or rules) and working out new laws.

a. Some norms are considered so important by a society that they will be enforced through the use of force if necessary; other norms are considered less important.

b. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.

B. Many people entering the gold fields required some system for claiming land. Customs led to the agreement that lands could be distributed on a first come - first serve basis.

C. Custom also dictated the amount of gold-bearing vein the miner could claim.

28. Ask the children to think of experiences they might h
or have had that would be somewhat similar to certain
aspects of the miners' style of living. Bring out ca
ing experiences, travel to isolated areas of the coun
etc. Have them think of things they might have to do
camping trips that they would not ordinarily be doing
their own homes. (cooking, repairing and cleaning cl
making some articles at the campsite for meeting cert
needs such as shelter, etc.) (Beware of historical a
ronisms in doing this. Ask: "Why is camping easier
than in ming camps of 1849?")

Children can illustrate comparisons between miners' s
of living and their own modern method of camping thro
drawings or dioramas.

29. To introduce the importance of laws, read "Children's
Island" in Your Rights and Responsibilities as an Ame
can Citizen. Divide children into groups to discuss
small section of the story and decide what characteri
tics good rules or laws should have.

30. Show filmstrips in the Growing in Citizenship series
point out different qualities a good citizen has.

A Good Citizen Respects the Property Rights of Others (Gold miners should respect other miners' claims, equipment, etc.)

A Good Citizen Lives Honestly (Should gold miners cheat themselves and cheat others by talking about what is not theirs - claim jumping)

A Good Citizen is Well-Informed (Choosing a leader or spokesman for miners)

A Good Citizen Obeys Rules and Laws

A Good Citizen Grows in Responsibility

A Good Citizen Co-operates With Others (Living together is made easier for miners if miners obey laws, accept responsibility and co-operat with others)

ren to think of experiences they might have
hat would be somewhat similar to certain
e miners' style of living. Bring out camp-
es, travel to isolated areas of the country,
em think of things they might have to do on
that they would not ordinarily be doing in
es. (cooking, repairing and cleaning clothes,
rticles at the campsite for meeting certain
shelter, etc.) (Beware of historical anach-
ing this. Ask: "Why is camping easier today
camps of 1849?")

illustrate comparisons between miners' style
their own modern method of camping through
ioramas.

the importance of laws, read "Children's
ur Rights and Responsibilities as an Ameri-
Divide children into groups to discuss each
of the story and decide what characteris-
es or laws should have.

Quigley, Your Rights and Responsibilities as an American Citizen, pp.2-7.

ps in the Growing in Citizenship series to
ferent qualities a good citizen has.

Filmstrip: Growing in Citizenship Series, McGraw-Hill Films.

tizen Respects the Property Rights
(Gold miners should respect other
s' claims, equipment, etc.)

tizen Lives Honestly (Should gold
s cheat themselves and cheat others by
ng about what is not theirs - claim
ng)

tizen is Well-Informed (Choosing a
r or spokesman for miners)

tizen Obeys Rules and Laws

tizen Grows in Responsibility

tizen Co-operates With Others (Living
her is made easier for miners if miners
laws, accept responsibility and co-operate
others)

c. In many societies governmental institutions are established to enforce laws and work out new laws.

S. Generalizes from data.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

D. Rules for governing miners' behavior and procedures for adjudicating claims and grievances were developed by the miners. Bases for rules came from miners' experiences with the law of their home communities.

S. Generalizes from data.

G. The greater the population density, the greater the need for more laws and some institutions for changing laws.

G. Government action may help increase as well as restrict individual rights.

a. Governments enforce laws with force if necessary.

b. Governments restrict people who would interfere with the rights or even with the life of others.

G. The members of a group are likely to delegate responsibilities and rights; they assign certain role behaviors.

E. Miners banded into associations for the discussion and development of rules to run the gold camp. Membership in the association usually was open to all

31. View slides and ask children to suggest in what way the problems of the prospector and the groups of prospectors might be different. Develop a list wit the class that suggests the differences in problems

Single Prospectors

1. Who would help this single miner if he got sick broke a leg, met up with a mountain lion?
2. Who could he boast to if he discovered gold?
3. Would he have much fun being all alone?

Groups of Miners

1. How do these miners work together?
2. What problems might these miners face in trying to get along with each other? (stealing gold o equipment, claim-jumping, accepting responsibil

32. If there are no police to protect the miners, then must? (themselves) Read selections from Andrist o Beals to see how early court rooms were managed. N how harsh, cold and tough some of their punishments not because they were brutal men but only because t wanted to protect themselves against robbery and vi Also note how an organized structure was being deve especially in selection from Beals.

These questions can be used and answered in groups individually after reading the selection from Beals

1. What two problems did the miners have that to be solved?
2. Why do you think John Bidwell was the leade settling disputes?
3. How did the jury punish the robbers? Do yo this was a fair punishment?
4. Why should we avoid hanging everyone who do something wrong?

nd ask children to suggest in what ways
of the prospector and the groups of
ight be different. Develop a list with
t suggests the differences in problems.

ctors

help this single miner if he got sick,
eg, met up with a mountain lion?
he boast to if he discovered gold?
have much fun being all alone?

ers

ese miners work together?
lems might these miners face in trying
ng with each other? (stealing gold or
claim-jumping, accepting responsibilities)

no police to protect the miners, then who
elves) Read selections from Andrist or
how early court rooms were managed. Note
ld and tough some of their punishments were;
hey were brutal men but only because they
tect themselves against robbery and violence.
an organized structure was being developed,
selection from Beals.

ns can be used and answered in groups or
after reading the selection from Beals.

two problems did the miners have that had
solved?
you think John Bidwell was the leader in
ing disputes?
id the jury punish the robbers? Do you think
was a fair punishment?
hould we avoid hanging everyone who does
hing wrong?

Andrist, California Gold Rush, title page and pp.75,77, 110-111.

Slides or mining operations, prospectors, and miners.

Andrist, The California Gold Rush, pp. 115-116.

Beals, The Rush for Gold, pp. 198-208.

A. VALUES PROCEDURAL SAFEGUARDS NEEDED FOR A FAIR TRIAL OF THOSE ACCUSED OF CRIMES.

G. The members of every group direct expectations (organized into roles) toward other members; they apply both positive and negative sanctions to get members to behave in certain ways.

G. Although all societies use both positive and negative social sanctions, the particular sanctions used may differ.

G. Although all societies use both positive and negative social sanctions, the particular sanctions used may differ.

G. All societies have some laws (rules) which will be enforced through force if necessary.

S. Generalizes from data.

members of the camp
tion members were j
membership elected
major function was
In the larger camps
followed the Mexica
alcaldes. The alca
charged with servin
mayor and justice o

F. Miners' justice was
and often, harshly.
communities, the me
tions seemed to fee
to reject the nonco
that would encourag
the common good or

GUARDS
L OF THOSE

roup direct
d into roles)
they apply
tive sanc-
o behave in

use both
social sanc-
sanctions

use both
social
lar sanc-

e laws
enforced
sary.

members of the camp who mined. Association members were jurors in trials. The membership elected a claims officer. His major function was to settle disputes. In the larger camps, the association followed the Mexican system of electing alcaldes. The alcaldes were usually charged with serving both in the role of mayor and justice of the peace.

F. Miners' justice was administered swiftly and often, harshly. Living in isolated communities, the members of the associations seemed to feel that it was necessary to reject the nonconformist with a severity that would encourage others to adjust for the common good or leave the camp.

3. Children should be aware of attitudes that Americans had toward foreigners. In too many cases Americans felt they could push all others out of their way.

   Read the following selection to bring this point across: The California Gold Rush, pp. 110-112.

   The following information is for the teacher's convenience.

   French - driven out and robbed their sites
   Mexican - had no rights since they spoke another language and had different colored skin
   Latin American - taxed unfairly
   Chinese - cheated, swindled and mistreated; they were permitted to mine only where whites had mined
   Greeks - did not go to California to mine gold

   Ask: "Think back to other communities you have studied. How were Americans wrong in the way they treated foreigners?"

   Andrist, The California Gold Rush, pp. 110-112.

4. Have the children imagine they are on a jury at a gold-mining trial. Present the What would YOU Decide? worksheet. Have the children work with a partner and try to decide the punishment for each case.

   See Appendix for What Would YOU Decide?

5. In order to reinforce the concepts relating to government, read sections from "Sarnia" in Conflict, Politics and Freedom. Use the gold mining camp as context, instead of places named in story if necessary.

   Quigley and Longaker, Conflict, Politics and Freedom, pp. 1-28.

G. There were few entertainments for the miners. The most popular diversions were horse racing, drinking, playing cards and fighting. Dancing was popular -- with the "female" partner being identified by a neckerchief or cloth tied around his arm.

Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affect and gregariousness.

H. Prices in camps were high because of the shortage of goods. The shortage resulted from a number of factors including the location in relationship to sources of supply (situation), the type of transportation available at the time, and the determination of men in the area to make money in the gold mines rather than in some other pursuits.

Situation describes a phenomenon in areal relationship with other phenomenon with which it is associated.

a. It is important to know the direction and distance from other places.

b. It is important to know the functional relationship to other places.

36. Read the selection from The California Gold Rush concerning the recreation of the miner on his usual day of rest - Sunday. Use pictures to illustrate further types of entertainment (horse racing, reading, weekly wash, celebration of striking it rich).

37. Children may illustrate a favorite form of miners' recreation. Compare with today's recreational activities.

38. When times were the toughest, songs would bring hope and comfort to all of the miners. Introduce some of the songs of the gold rush period. Square dancing could also be introduced as a "fun activity." Now that daily life of a typical miner has been studied, children could write a creative story using Old Timer worksheet in the Appendix.

39. Have groups of children prepare panels for a mural depicting the life of a gold miner in an early California community or have the children prepare diorama depicting the gold miner's life.

40. Discuss the type of currency used by the miners and the high cost of living in the gold camps. Show the cartoon which exaggerates the high expenses associated with gold camp life. Get pupils to generalize about universal need to meet certain basic physical needs.

41. Read p. 101 in The California Gold Rush to the children. Compare prices today with those in the gold camp. California Gold Days, pp. 64-65, can also be used here for more information on prices.

lection from The California Gold Rush con-
recreation of the miner on his usual day
unday. Use pictures to illustrate further
tertainment (horse racing, reading, weekly
ration of striking it rich).

McNeer, The California Gold Rush, pp. 110-119.

Andrist, The California Gold Rush, pp. 105-107, 110.

Slide of Sunday - a holiday for miners.

y illustrate a favorite form of miners'
Compare with today's recreational activ-

were the toughest, songs would bring hope
to all of the miners. Introduce some of
f the gold rush period. Square dancing
be introduced as a "fun activity." Now
life of a typical miner has been studied,
uld write a creative story using Old Timer
n the Appendix.

Beals, The Rush for Gold, pp. 163-164.

Videotape: Music and Dancing in Gold Mining Camps, Chelmsford ITV.

See Appendix for Gold Mining Songs and Old Timer.

of children prepare panels for a mural
he life of a gold miner in an early Cali-
unity or have the children prepare dioramas
he gold miner's life.

type of currency used by the miners and
st of living in the gold camps. Show the
ch exaggerates the high expenses associated
amp life. Get pupils to generalize about
eed to meet certain basic physical needs.

Andrist, The California Gold Rush, p. 104.

Slide of miners trading for provisions.

in The California Gold Rush to the chil-
pare prices today with those in the gold
ifornia Gold Days, pp. 64-65, can also be
or more information on prices.

Andrist, The California Gold Rush, p. 101.

Bauer, California Gold Days, pp. 64-65.

G. The price of a good rises when the supply of this good is in short supply as compared to the demand for the good.

S. Sets up hypotheses and tests against new data.

G. If the money supply increases while the supply stays the same, the demand increases and prices rise.

G. Innovations occur in all societies; they occur in ideas and behavior, not just in things.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. All people living in a particular environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.

G. All societies have some means of socializing children. All societies have some type of religion(s).

S. Generalizes from data.

42. Ask: "Why do you think supplies were so expensive i the mining camps?" Encourage children to support th answers with references to earlier activities and un standings developed in this unit. Bring out ideas s as isolation of the communities, difficulty in trans porting supplies, major pursuit of the miners, etc. (Discuss simple examples of effects of shift in supp and demand upon prices of things children might want buy today -- e.g. ice cream cones, candy bars.)

Refer to Appendix for two worksheets dealing with pr of supplies and value of gold.

Children may also make their own story problems con- cerning prices of materials.

43. Read pp. 176-180 in The Rush for Gold after the chil have responded to the previous question to test hypo- theses.

44. Discuss how costs of commodities and services in the own community might change if there was a sudden infl of money. Relate this situation to the gold camp whe there was an abundance of gold. (Relate idea of supp of money to concept of demand.)

45. Tell children, "The gold camps we have been studying lasted only a few years. Soon, the miners were sendi for their wives and families. As families settled in those communities that had a continuing gold supply, patterns of life became more like the way people were living in the settled areas of the country. Churches schools and other activities that we have in our own community became the pattern for the gold mining town Spend a little time on the setting up of churches and schools. Ask: "Why do you think they set them up? kinds of churches do you think they set up? What kin of things do you think they had children study in sch (Perhaps ask children how they would decide what kind schools or churches to set up if they went to an isol spot in the world.) Ask: "Have you studied any comm which did not have schools or churches?" Have the ch read to find out what happened to the thousands of pr tors who came to California to look for gold but coul find enough to make a living.

ou think supplies were so expensive in
s?" Encourage children to support their
ferences to earlier activities and under-
oped in this unit. Bring out ideas such
the communities, difficulty in trans-
s, major pursuit of the miners, etc.
examples of effects of shift in supply
prices of things children might want to
g. ice cream cones, candy bars.)

ix for two worksheets dealing with prices
value of gold.

See Appendix for worksheets.

so make their own story problems con-
of materials.

0 in The Rush for Gold after the children
to the previous question to test hypo-

Beals, The Rush for Gold, pp.176-180.

ts of commodities and services in their
ight change if there was a sudden influx
te this situation to the gold camp where
undance of gold. (Relate idea of supply
cept of demand.)

"The gold camps we have been studying
w years. Soon, the miners were sending
and families. As families settled in
es that had a continuing gold supply,
e became more like the way people were
ettled areas of the country. Churches,
er activities that we have in our own
e the pattern for the gold mining towns."
time on the setting up of churches and
"Why do you think they set them up? What
es do you think they set up? What kinds
u think they had children study in schools?"
ildren how they would decide what kind of
ches to set up if they went to an isolated
ld.) Ask: "Have you studied any community
ave schools or churches?" Have the children
t what happened to the thousands of prospec-
o California to look for gold but couldn't
ake a living.

Beals, The Rush for Gold, pp. 233-251.

Bauer, California Gold Days, pp. 93-101.

Andrist, The California Gold Rush, pp. 108-109.

G. Both men and nature change the character of the earth.

G. Societies differ in terms of the kinds of services which are provided by governments.

G. Governments provide many services which people cannot provide for themselves.

a. Governments provide protection against crime.

b. Governments frequently provide schools.

46. To review some of the material in this unit, see Appendix for worksheets and the booklet Gold - How Was It Mined?

47. Show the movie, California and Gold and the filmstrip Golden Gate to the West to review the following concepts:

    (1) why individual miners could not make a living panning for gold,

    (2) what the people did for a living when they stopped looking for gold,

    (3) how land use changed as a consequence of the depletion of the once easily accessible gold supply.

48. Have the children imagine themselves to be gold seekers and have them write stories of the manner in which they survived and worked once they got into the gold fields. Return their original writings on this topic and ask them to list the new or more precise perceptions they now have concerning the gold miner's life.

49. Ask: "How did the government services in the mining camp compare with government services provided in other communities you have studied? Why do you think they had so few government services? How did the services change within the mining camps?"

See Appendix for worksheets and Gold - How Was It Mined?

Film: California and Gold, Ernest Kleinberg.

Filmstrip: Golden Gate to the West, Museum Extension Service, Eye Gate House, Inc.

EDUCATIONAL MEDIA

BOOKS

Andrist, Ralph K. and The Editors of American Heritage, California Gold Rush, New York, American Heritage Publishing Co., (Harper and Row), 1961.

Bauer, Helen, California Gold Days, Garden City, New York, Doubleday, 1954.

Bauer, Helen, California Rancho Days, Garden City, New York, Doubleday, 1953.

Bauer, Helen, California Mission Days, Garden City, New York, Doubleday, 1951.

Beals, Frank L., The Rush for Gold, Evanston, Illinois, Harper and Row, 1962.

Brock, Emma, Drusilla, New York, Macmillan Co., 1937.

Buehr, Walter, Underground Riches, New York, William Morrow & Co., 1958.

Hoff, Carol, Johnny Texas, Chicago, Follett Publishing Co., 1950.

Lewis, Oscar and the Editors of Sunset Books, Gold Rush Country, Menlo Park, California, Lane Magazine and Book Co., 1968.

Markun, Patricia Maloney, The First Book of Mining, New York, Franklin Watts, Inc., 1959.

McCall, Edith, Gold Rush Adventures, Chicago, Children's Press, 1961.

McCall, Edith, Heroes of the Western Outposts, Chicago, Children's Press, 1960.

McNeer, May, The California Gold Rush, New York, Random House, 1950.

Norling, Jo and Ernest, Pogo's Mining Trip: A Story of Gold, New York, Franklin Watts, Inc., 1959.

Quigley, Charles M., Conflict, Politics and Freedom, Boston, Ginn and Co., 1968.

Quigley, Charles M., Your Rights and Responsibilities as an American Citizen, Boston, Ginn and Co., 1967.

FILMS

California and Gold, Ernest Kleinberg.

Gold and Gold Mining, Bailey Films,

Gold Rush Boy, Churchill Films.

FILMSTRIPS

California, the Golden State, Eye Gate House, Inc.

Earth, Home of Man Series, Eye Gate House, Inc.

Gold! On to California, Eye Gate House, Inc.

Golden Gate to the West, Eye Gate House, Inc.

Growing in Citizenship Series, McGraw-Hill Films.

Learning to Use Maps Series, Encyclopaedia Britannica Films.

FILMSTRIPS (continued)

Map Symbols, Dots and Lines, Society for Visual Education.

SLIDES

1a: Gold Miners heading west to California

1b: Well equipped prospector

2: Ill equipped prospector

3: Map of California gold fields

4: Small scale gold mine in operation using gold pan, rocker, and hydraulic methods

5: Long tom team mining gold

6: Sunday - a holiday for miners

7: Miners trading for provisions

STUDY PRINTS

Map Symbols and Geographic Terms Charts, A. J. Nystrom and Company.

TRANSPARENCY

United States Sculptural Relief Transparency, A. J. Nystrom and Company.

VIDEOTAPE

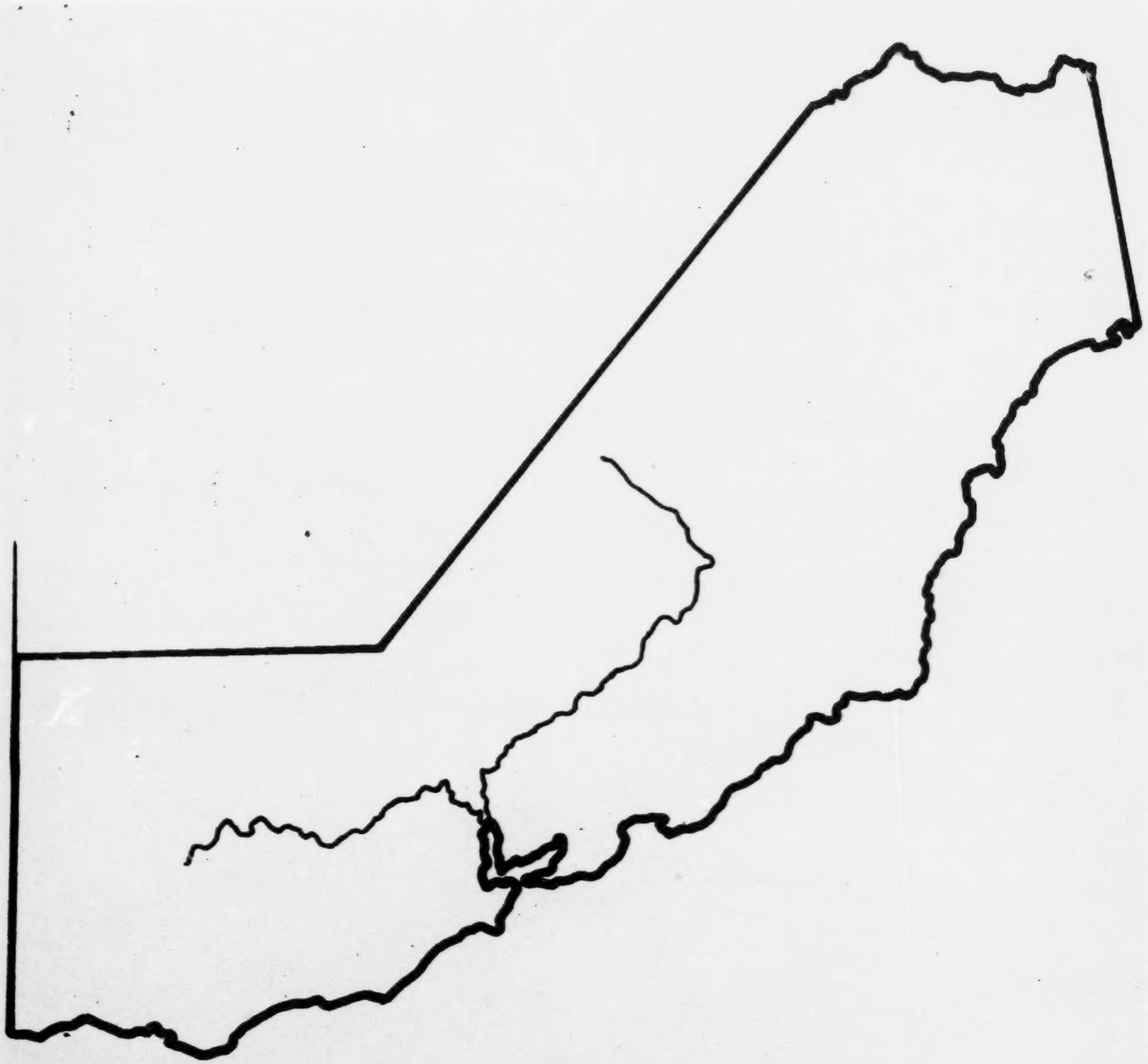
Music and Dancing in Gold Mining Camps, Chelmsford ITV.

APPENDIX

N
W
E
S

N
W
E
S

NORTH AMERICA



CANADA
Washington
Montana
North Dakota
Minn.
Oregon
Idaho
South Dakota
Wis.
Wyoming
Nebraska
Iowa
Nevada
Utah
Colorado
Kansas
Missouri
Illinois
Ind.
Ohio
Kentucky
Virginia
Arizona
New Mexico
Oklahoma
Ark.
Tennessee
North Carolina
South Carolina
Texas
La.
Miss.
Ala.
Georgia
Florida
New York
Penn.
Maine
Vt.
N.H.
Mass.
Conn.
R.I.
N.J.
Md.
Del.
W. Va.
Michigan
Lake Michigan
Lake Erie
Lake Ontario
Lake Superior
PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF CALIFORNIA
GULF OF MEXICO
MEXICO
CUBA

What Would YOU Decide?

Pretend you are a member of a jury back in the gold mining days. Read and think about the following cases. Choose a suitable punishment from the four listed at the bottom of the sheet.

1. Late one evening, while all the exhausted miners were sleeping, Clumsy Charlie sneaked into camp. Without waking anyone he stole several picks and shovels. As he was leaving, he accidentally stepped on some burning coals and let out a wild yelp. The sleeping miners awakened and caught Charlie with some of their equipment. A suitable punishment for this crime would be _____.

2. Since Sneaky Pete did not have much luck in finding gold on his own, he decided to work on someone else's claim. He was soon caught by the rightful owner. A suitable punishment would be _____.

3. Gabby Gus couldn't keep his nose out of everyone else's business. One day he spread some untrue stories about one of the other miners. This caused that miner much embarrassment. A suitable punishment would be _____.

4. Three-Fingered Jack and his gang held up the oncoming stagecoach. The driver tried to prevent the robbery and in doing so was killed by Jack. He escaped, but was later tracked down and captured by the posse. A suitable punishment for this crime would be _____.

5. Smoky Joe was trying to save all his money and would rather steal than pay for his needs. One evening, while sitting around the campfire with all the other miners, he sneaked back to the bunk-house to steal some tobacco from his buddy. He was caught in the act by someone who was suspicious of his actions and had followed him. A suitable punishment for this crime would be _____.

6. After Light'ning Pete had been deserted by all his friends, he decided he would get even with them by destroying everything they

2. Since Sneaky Pete did not have much luck in finding gold on his own, he decided to work on someone else's claim. He was soon caught by the rightful owner. A suitable punishment would be _____.

3. Gabby Gus couldn't keep his nose out of everyone else's business. One day he spread some untrue stories about one of the other miners. This caused that miner much embarrassment. A suitable punishment would be _____.

4. Three-Fingered Jack and his gang held up the oncoming stagecoach. The driver tried to prevent the robbery and in doing so was killed by Jack. He escaped, but was later tracked down and captured by the posse. A suitable punishment for this crime would be _____.

5. Smoky Joe was trying to save all his money and would rather steal than pay for his needs. One evening, while sitting around the campfire with all the other miners, he sneaked back to the bunk-house to steal some tobacco from his buddy. He was caught in the act by someone who was suspicious of his actions and had followed him. A suitable punishment for this crime would be _____.

6. After Light'ning Pete had been deserted by all his friends, he decided he would get even with them by destroying everything they owned. He set fire to many of the buildings, and as a result the whole town was destroyed. Many people burned to death. A suitable punishment for this crime would be _____.

7. Some miners played cards in the evenings. Diamond Jim became very clever at cheating. One time he almost got away with hiding an ace up his sleeve, but it fell out onto the table. All the other miners became enraged because Diamond Jim had already won a large amount of their money. A suitable punishment would be _____.

PUNISHMENTS

1. Hanging
2. Whip Lashes
3. Forced to leave camp, never to return
4. Do all other miners' wash on Sundays

GOLD MINING SONG

(Tune: Oh, Susanna)

I came from Salem City
With my wash bowl on my knee,
I'm going to California
The gold dust for to see.

It rained all night the day I left,
The weather it was dry,
The sun so hot I froze to death,
Oh, brothers, don't you cry.

Oh, California, that's the land for me;
I'm going to Sacramento with my washbowl on my knee.

I'll be in Sacramento soon
And then I'll look around,
And when I see the gold lumps there,
I'll pick them off the ground.

I'll scrape the mountains clean, my boys,
I'll drain the rivers dry,
A pocketful of rocks bring home,
So brothers, don't you cry.

Oh, California, that's the land for me;
I'm going to Sacramento with my washbowl on my knee.

VOCABULARY

Match the following words to their correct meanings.

7	bar	1. used to separate rocks and gravel from gold
___	boom town	2. a narrow valley with high, steep sides, usually with a stream at the bottom
___	cradle	3. vein or deposit of gold
___	diggings	4. a larger type of cradle for separating rock and gravel from gold
___	dry diggings	5. lumps of gold, various sizes and weights
___	ghost town	6. clay, sand, or gravel with gold in it
___	grubstake	7. sand built up at the bend of a river
___	gulch	8. a deep, narrow valley with high, steep sides
___	hopper	9. mark the boundry line of the miner's property with a stake of pile of rocks
___	hydraulic mining	10. washing gravel in pan until only gold is left
___	lode	11. town where few, if any, people still live
___	long tom	12. washing down rocks and gravel from hillsides by means of a strong force of water
___	mint	13. what is left after washing gravel; waste
___	nuggets	14. material containing gold or other metal
___	ore	15. town that grew up very fast
___	pay dirt	16. mining done without water, such as digging it out of cracks in the rocks or dry river beds
___	panning	
___	prospector	
___	stake a claim	
___	tailings	

___ gulch

___ hopper

___ hydraulic mining

___ lode

___ long tom

___ mint

___ nuggets

___ ore

___ pay dirt

___ panning

___ prospector

___ stake a claim

___ tailings

___ canyon

7. sand built up at the bend of a river

8. a deep, narrow valley with high, steep sides

9. mark the boundry line of the miner's property with a stake of pile of rocks

10. washing gravel in pan until only gold is left

11. town where few, if any, people still live

12. washing down rocks and gravel from hillsides by means of a strong force of water

13. what is left after washing gravel; waste

14. material containing gold or other metal

15. town that grew up very fast

16. mining done without water, such as digging it out of cracks in the rocks or dry river beds

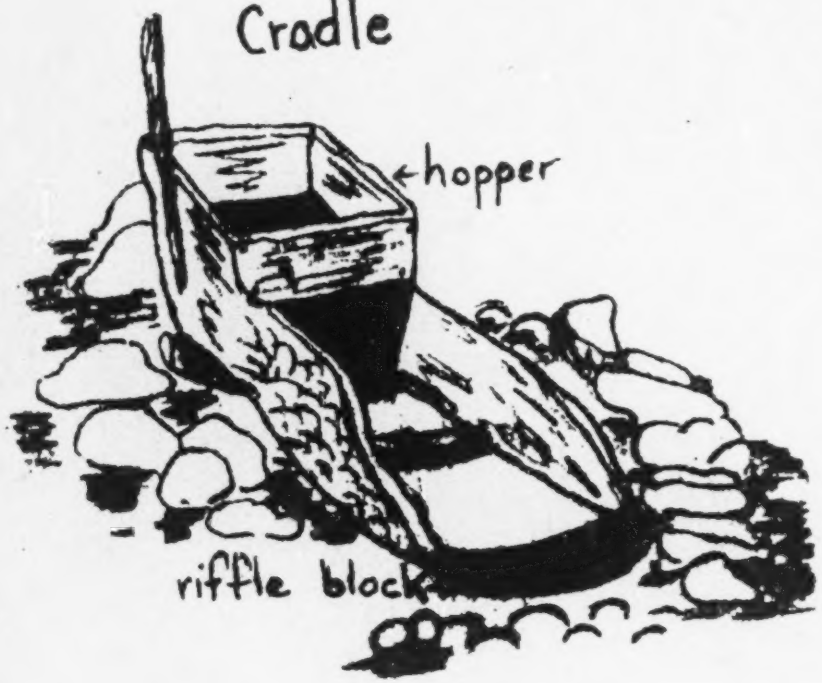
17. where the miners dug for gold

18. place where money is made

19. part of the cradle rocker

20. loan of food until the miner could repay

21. one who looks for gold



"Cradles" or "rockers" were made of hollowed logs or a barrel cut in half, open at the end. On top of the cradle the miners nailed a box called a "hopper." The pay dirt was shoveled into the box. Then while the water was poured over the dirt, the box was rocked back and forth like a baby's cradle. The gold sank to the bottom and the dirt and gravel were washed away. It took a long time to wash away a bucket of pay dirt, but it was much faster than panning for gold.

The long tom was a large wooden box, very much like a cradle, only longer and bigger and could hold much more pay dirt.

Why did the miners feel it was necessary to invent the cradle?

How was the long tom an improvement over the cradle?

Match the picture with each phrase below by putting the correct letter and word on the line beside each picture. On the back, use each new word in a sentence. The first one is done for you.

A. a form of entertainment
B. a method of weighing the gold
C. the earliest method of gold mining
D. equipment for digging
E. something used for protection against animals
F. "staking a claim"
G. used for carrying water
H. what all miners hoped to find

staking nuggets pan shovel pick banjo
scale canteen rifle

1849

John Sutter

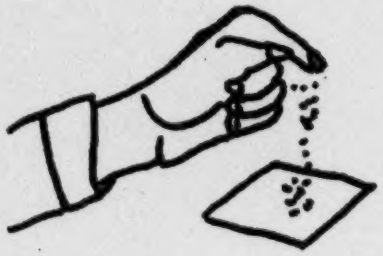
John Sutter was a new Californian interested in building a fort. He built his fort on land that is now known as Sacramento.

While men were working for Sutter, news broke out of the discovery of gold. Sutter tried to keep the secret; but, nevertheless, the news spread rapidly.

Many of the mill workers left for the gold fields -- their work unfinished.

How would you have felt if you had been John Sutter? What do you think became of Sutter's Mill?

NAME _____ DATE _____



A "pinch" $1

One Ounce $16

Small Glass $100

Large Glass $1,000

1. If Dead Eye Dick discovered 2 ounces of gold and Red Eye discovered 14 pinches of gold, who would make more money? How much more?

2. Cool Hand Luke sneaked out of camp with a small glass of gold. By the time he was caught, he had spent $45.00 for some more mining equipment. How much money did the posse recover?

3. Greedy George decided he would hide some of the gold he found. If he hid a small glass of gold, an ounce of gold, and three pinches of gold, how much would the gold be worth that he had hidden?

4. Cagey Clem decided to trade his gun for three ounces of gold. If Clem had paid only $33.00 for his gun, how much money did he make on the deal?

5. Slim Jim hid some of the gold in his boots. He put 4 pinches of gold inside one boot. Later, that boot wore out and Jim lost 2 pinches of gold. How much was the gold worth that still

WORK SPACE

1. If Dead Eye Dick discovered 2 ounces of gold and Red Eye discovered 14 pinches of gold, who would make more money? How much more?

2. Cool Hand Luke sneaked out of camp with a small glass of gold. By the time he was caught, he had spent $45.00 for some more mining equipment. How much money did the posse recover?

3. Greedy George decided he would hide some of the gold he found. If he hid a small glass of gold, an ounce of gold, and three pinches of gold, how much would the gold be worth that he had hidden?

4. Cagey Clem decided to trade his gun for three ounces of gold. If Clem had paid only $33.00 for his gun, how much money did he make on the deal?

5. Slim Jim hid some of the gold in his boots. He put 4 pinches of gold inside one boot. Later, that boot wore out and Jim lost 2 pinches of gold. How much was the gold worth that still remained in the boot?

6. Baggy Billy received his name because his pants were so baggy. He could hide lots of gold in his pockets. One day he dumped a large glass of gold in his pocket. When he pulled out his handkerchief, $639.00 worth of gold fell on the ground. How much was left?

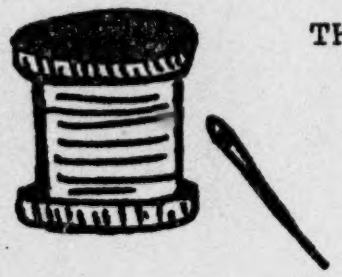
7. Slowpoke Pete never did quite catch up with his old partner. He discovered 7 ounces of gold. How much was his gold worth?

   If Pete spent 3 ounces of gold on his favorite girl at the saloon, how much money did Pete have left?

WORK SPACE

NAME _____ DATE _____

1849



THREAD & NEEDLE

$7.50

PICKLES & TWO SWEET POTATOES

$11.00

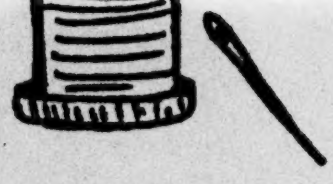
ONE EGG

$3.00

MOLASSES or VINEGAR

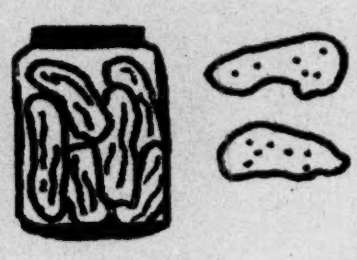
$1.00

TODAY



$7.50

71

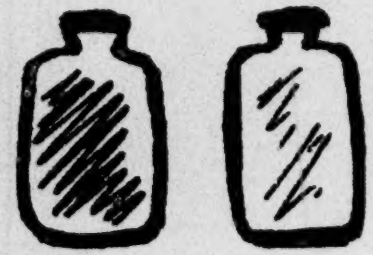


PICKLES & TWO SWEET POTATOES

$11.00

ONE EGG

$3.00



MOLASSES or VINEGAR

$1.00

A BARREL OF FLOUR

$800.00

72

OLD TIMER

Questions to think about:

1. What might this man's name be?

2. Why does he have such a long beard and such long hair?

3. Why might he have so many wrinkles on his face?

4. Describe the "look in his eyes."

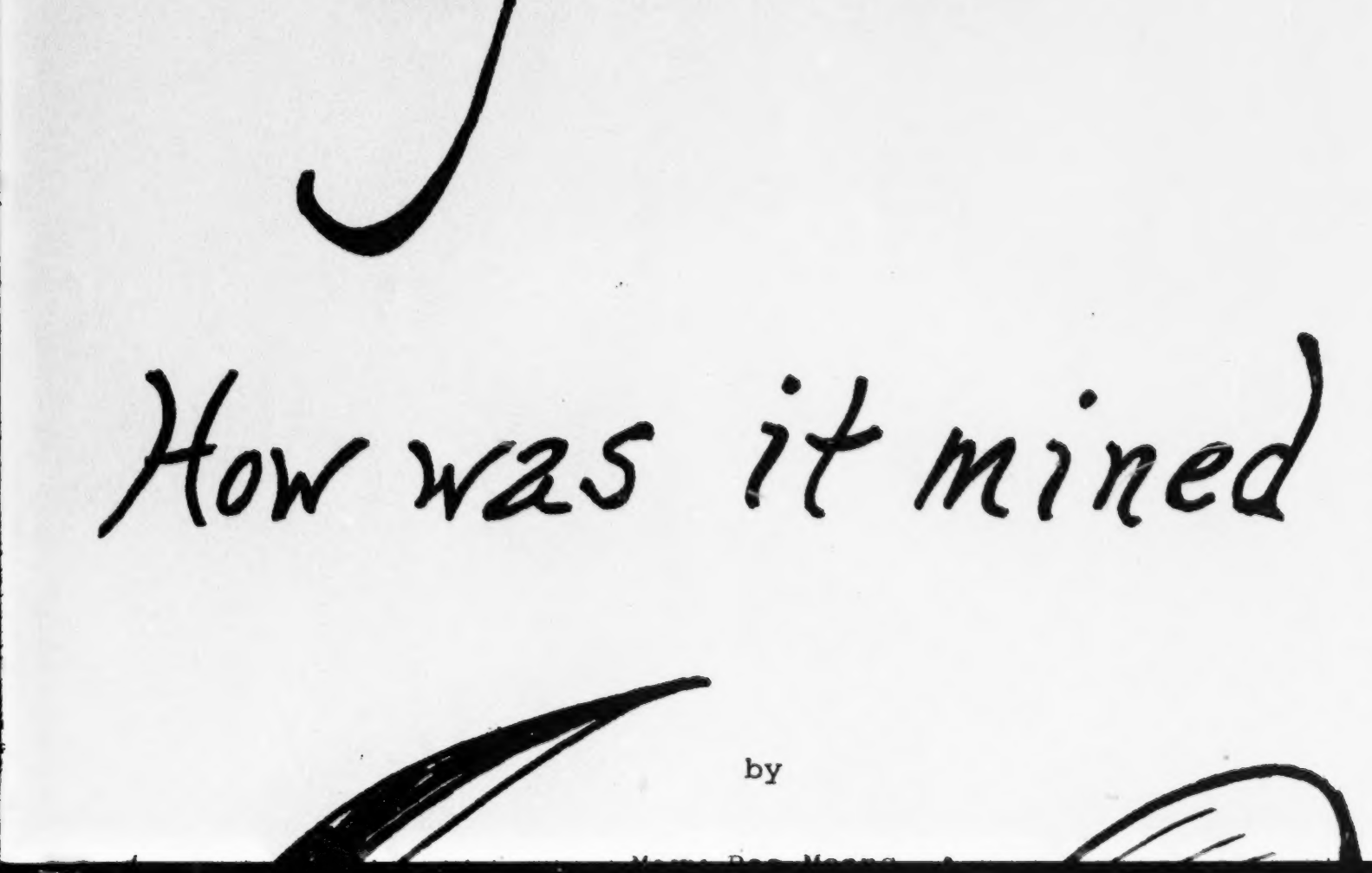
TIMER

GO

Gold

How was it mined?

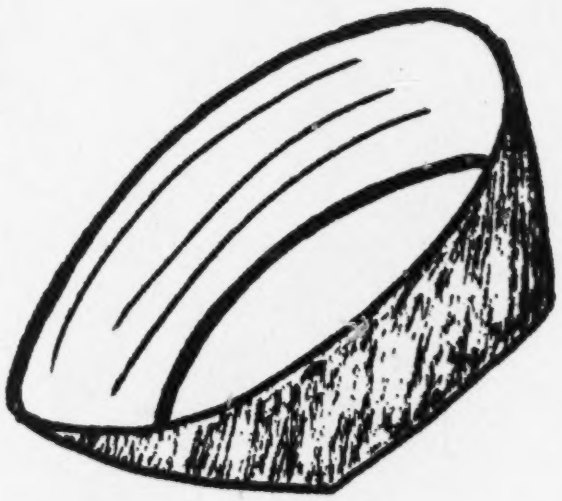
by



How was it mined?

by

Mary Rae Means



Name _____

People came to California by the thousands.

Some came around South America.

Some came across Panama.

And some came over land.

Many people died before they even got to California.

Do you know why?

Of course, not everyone died.

Many, many people arrived safely in California.

What do you think they did then?

Yes, they looked around, hoping to see lots of gold just waiting to be picked up.

But . . . this wasn't what they saw.

They saw many other people, dirty towns, flimsy houses, and many tents. They did not see any gold.

How do you think they felt?

Write a word to describe how they felt.

_____

Did you write sad or disappointed?

The people were disappointed, but they didn't give up.

They decided to buy equipment and go off to the hills to find the gold.

They had to buy:

picks pans

shovels

food

guns

and maybe even a mule!

But how surprised the people were when they went to pay for these things!

Everything was very expensive.

Shovels cost thirteen dollars.

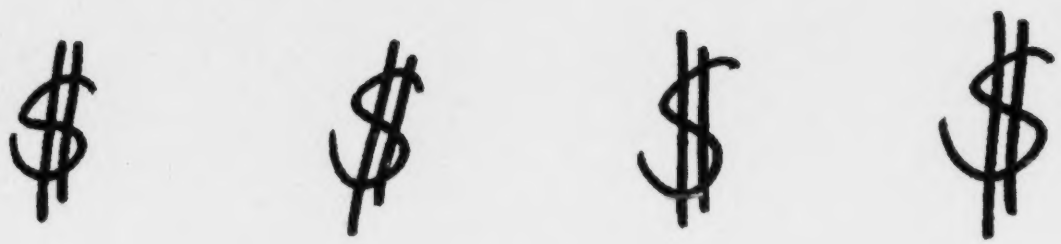
Potatoes cost a dollar each.

Bread cost a dollar and a half a loaf.

A gun cost about sixty dollars.

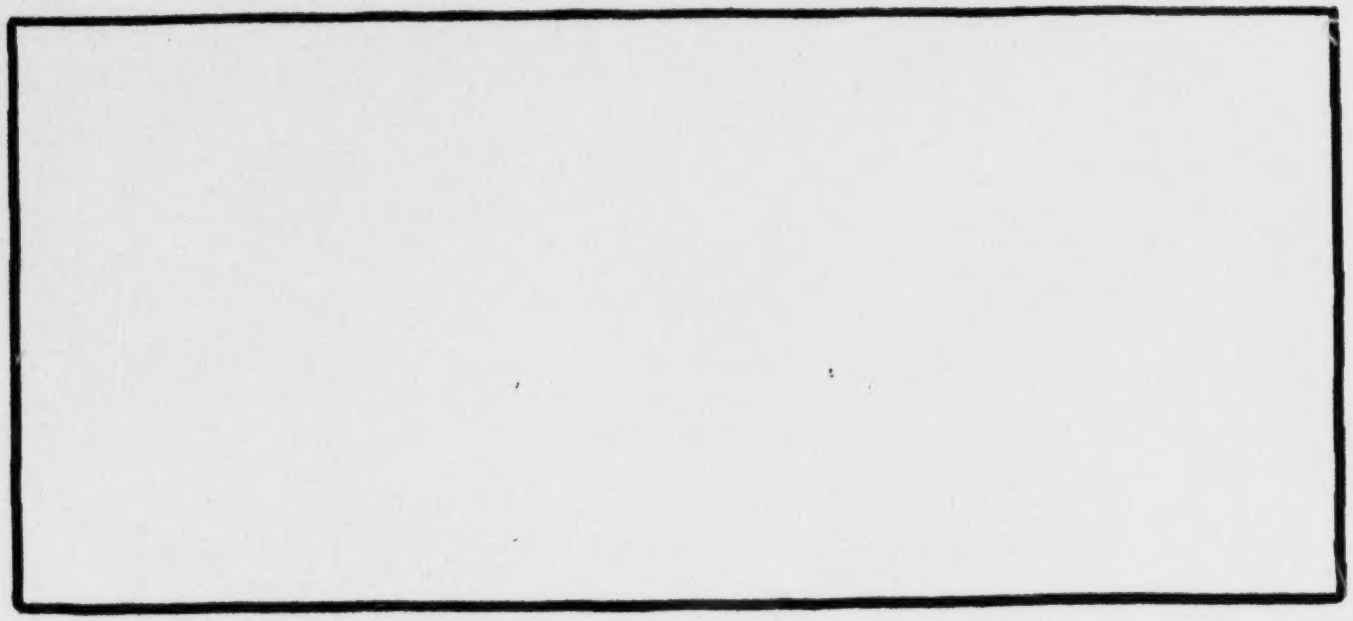
Why do you think things cost so much?

Do you think the miners cared about the high prices?



As soon as the men had their equipment they started off for the hills.

Draw a picture of a man with his equipment.



The men soon had another surprise.

Can you guess what it was?

That's right. They didn't see gold on the ground.

They had to dig and dig and dig.

Usually they still didn't find gold.

First, a man dug some dirt.

Then he put the dirt in his pan.

The pan looked like a large frying pan without a handle.

Draw a picture of the pan.

Then the man went to a stream and added water to the dirt.

He shook the pan carefully.

Gold is heavier than dirt. So, gold sank to the bottom of pan. Finally, the man poured off the dirt and water.

Would he see gold?

Perhaps. Usually he didn't see any at all.

So, back to the hill he went and dug some more.

By night his muscles ached, his back hurt, and he was disappointed.

Panning for gold was slow, hard work.

Soon the men discovered a better way.

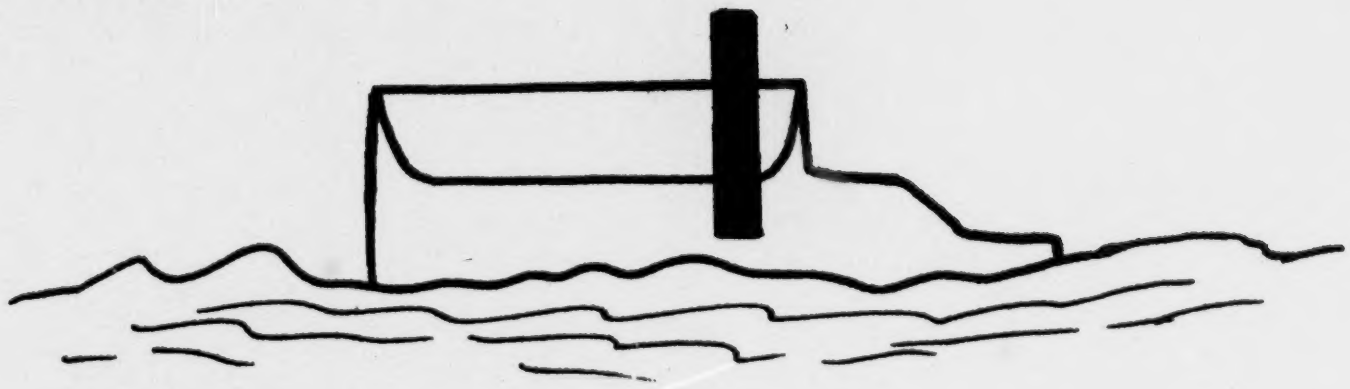
They built a large box in a stream.

One man shoveled dirt into the box.

Water ran through the box.

Another man rocked the box back and forth. This made the gold settle to the bottom.

It looked just like a baby's cradle.



Guess what they called it!

Yes, they called it a cradle.

The work went much faster when the men used a cradle.

But the work was never easy.

The men had to be strong and brave and good workers.

Some men discovered gold soon after they started mining and became wealthy.

But most men worked hard and never made much money at all.

The hope that the next day would be better kept them going.

Draw a picture of:

1. Men panning for gold.

2. Men using a cradle.

1.

2.